

# CHECKLIST: FOR BEHAVIOR CONTRACTS

## ***The Contract:***

- \_\_\_\_\_ 1. Is the behavior clearly specified?
- \_\_\_\_\_ 2. Does the contract call for and reward accomplishment rather than obedience per se?
- \_\_\_\_\_ 3. Does it ask for small approximations to the desired behavior?
- \_\_\_\_\_ 4. Does it provide for immediate reinforcement? (See 5.)
- \_\_\_\_\_ 5. Does it provide for small amounts of the reinforcer to be delivered frequently? (Later contracts may decrease the frequency and increase the delay while providing a larger reinforcer).
- \_\_\_\_\_ 6. Is the behavior to be rewarded after it occurs?
- \_\_\_\_\_ 7. Has the contract been mutually negotiated?
  - \_\_\_\_\_ a. Is it fair?
  - \_\_\_\_\_ b. Is it positive (as opposed to threatening)
  - \_\_\_\_\_ c. If there is a penalty clause, are consequences logical and or natural?
- \_\_\_\_\_ 8. Is it clear who will monitor the behavior?
- \_\_\_\_\_ 9. Is it clear what records will be kept, and when?
- \_\_\_\_\_ 10. Is it clear who is responsible for reinforcer delivery?

## ***The Student***

- \_\_\_\_\_ 1. Does the student understand the terms of the contract?
- \_\_\_\_\_ 2. Does the student agree that the terms are fair?

## ***Other Parties to the Contract (including any other people collecting data or providing rewards)***

- \_\_\_\_\_ 1. Do these people understand the terms of the contract?
- \_\_\_\_\_ 2. Do they understand how the behavior is to be measured?
- \_\_\_\_\_ 3. Have provisions been made to verify the accuracy of the data?

*Adapted from:*

Constructive Discipline Project, Los Angeles County Schools, Diana Browning Wright, Classroom Consultant, 1985  
Diana Browning Wright, *Behavior/Discipline Trainings*